
ADDRESS
OF
DANIEL READ,

PRESIDENT OF THE

State University of Missouri.

DELIVERED IN THE HALL OF THE HOUSE OF REPRESENTATIVES, IN ACCORDANCE
WITH AN INVITATION OF BOTH HOUSES,

Wednesday Evening. Feb. 17th, 1869.

PUBLISHED BY ORDER OF THE SENATE.

A D D R E S S

OF

DANIEL READ,

PRESIDENT OF THE

State University of Missouri.

DELIVERED IN THE HALL OF THE HOUSE OF REPRESENTATIVES, IN ACCORDANCE
WITH AN INVITATION OF BOTH HOUSES,

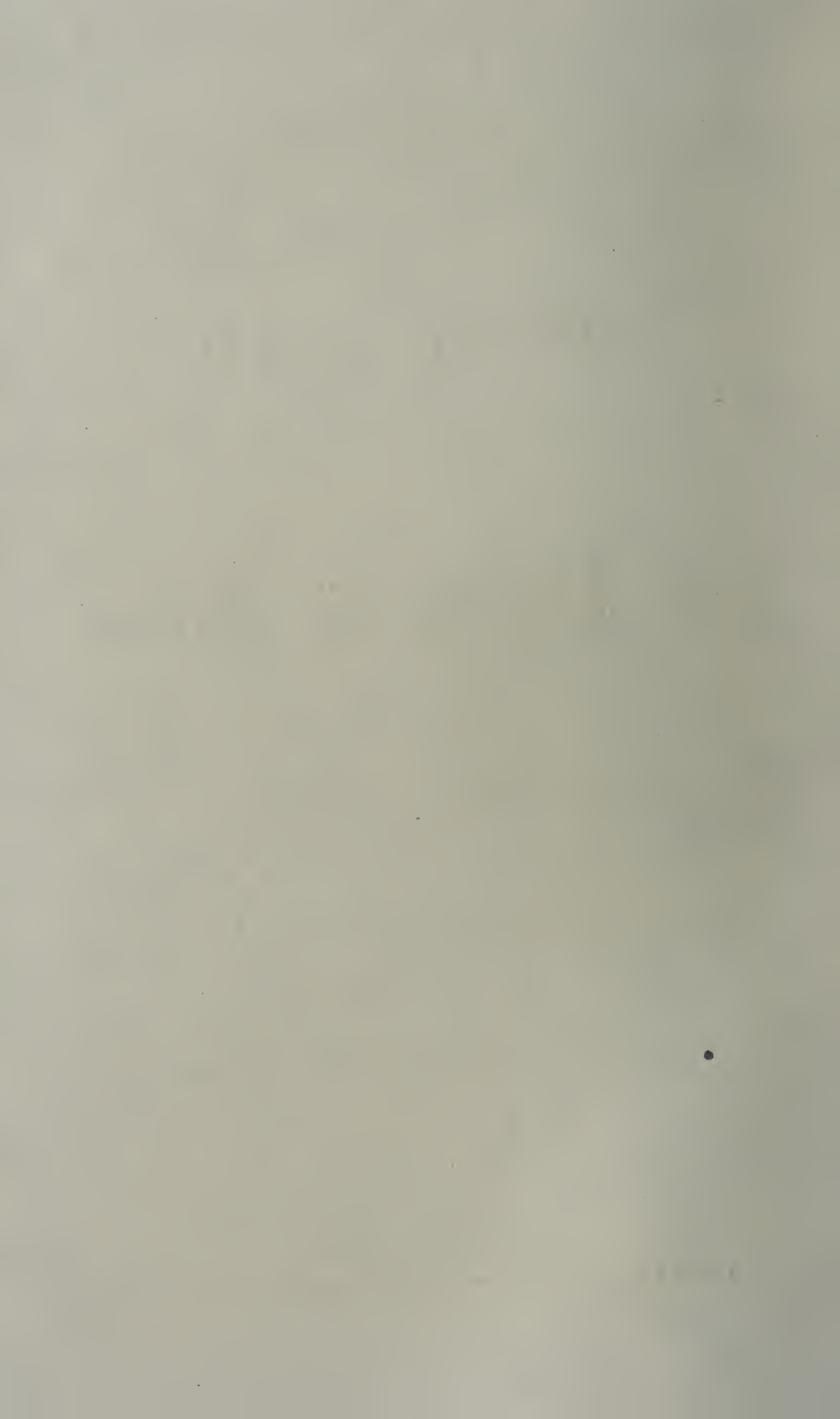
Wednesday Evening, Feb. 17th, 1869.

PUBLISHED BY ORDER OF THE SENATE.

INDIANAPOLIS:

ALEXANDER H. CONNER, STATE PRINTER.

1869.



379.772
R22ad

Illinois
Historical
Society

A D D R E S S .

Members of the Legislature—Citizens of the State of Indiana :

Seventeen years ago this present winter, I stood in the hall of the House of Representatives of your State, of which I was then a citizen, and before the General Assembly and upon its invitation, in the presence of an audience of citizens as numerous and respectable as it has ever been my lot anywhere to address, presented my views on a scheme of public education for the State.

There were before me on that occasion, as I well remember, such men as Governor Wright, by whom I was announced to the audience, Oliver H. Smith, John W. Davis, Speaker of the House of Representatives, Judge Blackford, Calvin Fletcher, Bishop Ames, Robert Dale Owen, Douglass Maguire, Capt. Gibson, James Rariden, and other eminent citizens of the State. There were also present such honored women as Mrs. Gen. Drake, Mrs. Wm. J. Brown, Mrs. Bolton, Mrs. Judge Hammond, Miss Laura Ream and others, the *elite* of your capital. I need not say to you, fellow citizens, that it was not the speaker, it was the subject which called together such an audience. It was at a time which was regarded as a turning point in the history of the commonwealth. It was just after the new Constitution had been adopted by an almost incredible majority; and the first Legislature under that instrument was assembled to carry out its behests. New foundations were to be laid—old foundations were to be strengthened. It was at a time when a great people were speaking forth their will as to what kind of a commonwealth they would have. The question, what shall be the educational polity of the State, was one which especially interested all classes—both the people and the Legislature. The principle of universal education had been established by the Constitution, as completely and as broadly, as in any written constitution ever formed. Every child, under the Constitution, was de-

clared to have A RIGHT to education, without money and without price, just as much as to breathe the air or tread upon the earth. The Convention forming the Constitution, in order to secure this right and render it forever possible and practical, had not only made all the property of the State taxable for the maintenance of schools, but had absolutely, without division or debate, turned over to the common school fund not merely the township fund, but every permanent source of revenue that could be thought of, such as the Surplus Revenue Fund, the Saline Fund, the Bank Tax Fund, the Swamp Land Fund, all escheated property and other revenues which I cannot estimate. So that at this day Indiana has a larger school fund than any other State. I feel proud to say it—I feel proud of the little part I had in such a consummation. But the Legislation of the State was yet to be had, to carry out the sublime—yes, I say, sublime provisions of the Constitution.

It was under such circumstances that I was called upon to address the Legislature. What I then said, and how I fulfilled the duty, may yet be seen in the public documents of the State.

Here, fellow citizens, I might for a moment pause to give indulgence to reminiscences which rush upon my mind. What an age of events since that occasion! What changes in your city—then but a village; in your State—with less than half its present population; in the nation itself! I can scarcely realize to myself that Indiana, which now has more than 2,500 miles of railroad, had then less than one hundred miles. What a change, too, in the rulers of the people. Where are the men mighty in council who in that day ruled the policies of the State? Scarcely a single one left even to tell the tale of the political struggles and party tactics of the hour! What lessons, too, come home to our minds as we think of the short-lived contests and strifes for political mastery! They scarcely last half the generation that begets them. They are, absolutely, worth nothing, so far as they are contests for personal or party ascendancy, and are borne off as the merest drift and scum in the swift stream which constitutes the continuity of society. It is the great institutions of a State—it is its educational policies—its schools—its universities—its colleges of science and art—its benevolent institutions—its great works of improvement, which are the enduring monuments of its progress and civilization; and he alone is the true statesman—the statesman to be honored and remembered, who builds up these institutions for his State.

I stand before you again, fellow citizens, in this same Hall, after the lapse of so many years the citizen of another State, myself changed with all around me. I come to speak to you on the very same theme as then, a theme fundamental and vital in every commonwealth; a subject above every other subject for the legislator: Universal Popular Education; what must be the institutions of the State to carry out the grand idea of educating the people in the best possible manner; how may your institutions of education be built up and perfected—made the glory and honor of the State, the pride and ambition of the people. I come to speak to you words of cheer, derived from your past history and progress—from what you have already done.

The question of education is the great question now, as it was then. It is the question for all times. It is not a question relating to the material resources of the State. It is a question no less than this: What kind of a people are to make up the State itself? Who are to possess this fair domain? Who are to enjoy the magnificent works of improvement which cover your soil? In short what shall the State itself be? For, let it never be forgotten, the people are the State; nothing else is the State. No sacrifice is too great, no labor too arduous to make wise, and virtuous, and intelligent citizens. Depend upon it, here is the greatest State action, this is the highest patriotism. It is the only reconstruction which will last. It is reconstruction for the North as well as for the South. The educator—he alone—not the politician, is the true reconstructor of States. His work alone will stand.

You have, fellow citizens, a School Fund of more than eight millions of dollars. But this, large as it is, magnificent indeed, is not enough. It is a grand beginning. It is a noble endowment. It should stimulate you to make Indiana, which is the smallest of the Western States in territory, the first of all in intelligence and in the diffusion of knowledge among her people. But, bear you in mind, you must also tax yourselves for your schools and institutions of education. Retrench anywhere, in all directions, except in matters of education. Tax yourselves for these objects, and you will then need very little of taxation for crime or pauperism, or lawless violence. You will have the best and cheapest public defence—defence not only from external foes, but from dangers, whether moral or political, far more to be dreaded than those arising from internal sources. It is for this reason, that one of the great men of our country, who

has now passed off the stage of action, has well said: "In our country and in our times, no man is worthy the honored name of a statesman who does not include the highest practicable education of the people in all his plans of administration. He may have eloquence, he may have a knowledge of all history, diplomacy, jurisprudence, and by these he may claim in other countries the elevated rank of a statesman, but unless he speaks, plans, labors at all times and in all places for the culture and edification of the whole people, he is not, he can not be an American Statesman." He is neglecting the very first duty of the true statesman. The great object, the noblest aim of every State Legislature should be to sustain and build up the schools, the colleges, the universities of the State, the very nurseries of freemen, the very foundation of the Republic.

But I have not time, my fellow citizens, to dwell on general principles or facts, however important or pertinent even, to our general subject. Before proceeding however to the more specific topics upon which it is my purpose to give utterance to some thought, I beg to quote in your hearing a single paragraph from my address to the Legislature of '51-'52: "No State of our confederacy," I then said, "is more favorably situated than is Indiana. Her climate, her soil, her position, mark her out for a grand destiny; as citizens, we feel proud of her past progress. But there is resting upon our fair young State, which has so many elements of prosperity—there is resting upon her a blot—a stain of dishonor which we, her citizens, must remove. The Seventh United States Census, which has just been published, shows in Indiana a vast increase of population, of wealth, and of production. It exhibits a most favorable development of material resources of all kinds, but it holds forth the startling fact (I blush to say it, as you will to hear it) that in Indiana there are more than seventy-five thousand adult persons who cannot read, or write their own names. Yes, our own Indiana, of all the American States where slavery does not exist, has the largest population, in proportion to her whole numbers, who do not possess these simple elements of knowledge. We are written down in that great national document which goes forth to our sister States, and to the whole world, as standing among the free States, the lowest in the scale of popular education, and among the lowest of all the States. I know not how others may feel; but for myself I feel this to be a reproach—a foul disgrace such as I cannot consent to bear."

It was the fact here mentioned which greatly stirred up the leading men of Indiana, and impelled them to higher effort and better action on the subject of common school education.

I proceeded further to say: "We must not flatter or deceive ourselves in a concern so momentous; we must understand the facts of the case, and look at them as they are, and prepare for action with a full knowledge of the magnitude of the work to be done. Our Common Schools must be made the pride and ornament of the State—they must, as required by the fundamental law, be open to all, without money and without price; so that the same may be said of Indiana which Horace Mann said of Massachusetts, that a child would be as much astonished at being asked to pay any sum, however small, for attending our Common Schools, as he would, if payment were demanded of him for walking in the public street, for breathing the common air, or enjoying the light of the unappropriable Sun."

I proposed action, immediate—universal, earnest, resolute—to reverse the exhibit made by the census of '50; and that the mark to be aimed at for the next census—that of '60—should be: Indiana, the first of American States, not in the corn produced—not in the pork packed—not in the number of plank or rail roads in proportion to area—but Indiana, first of all the States, in the number of its population attending school, in proportion to total population."

In order to work out this result—this problem—I proposed and urged the following measures, which were most ably and earnestly seconded and sustained by good men throughout the State.

First of all, I proposed that the office of School Superintendent—a new office created by the Constitution—should be filled by the very ablest man the State could command, without the slightest reference to sect or party—a man who, by burning words, could stir up both the people and the teachers—one who, like Guizot, the minister of public instruction in France, could, by his circulars, reports, and Educational tracts, carry with him, to every part of the State, the power of a constant personal presence and influence.

I proposed a great and universal *revival* among the teachers, by the holding of institutes, associations, and other meetings of teachers. I insisted upon introducing a larger proportion of female teachers into our common schools; and also upon higher qualifications for all teachers; and endeavored to show how this end could

be best attained—and especially through the agency of the Normal School.

I proposed for cities and towns the system of *graded* schools, or, as they were then called, “*union*” schools, as cheapest, best, most systematic, and affording the means of the highest education. These schools did not exist at all in the State, unless in a very crude and imperfect condition at Madison, and perhaps at New Albany. The very idea was hardly understood among the people, and I procured from Mr. Lorin Andrews, of Ohio, an able and excellent letter, explanatory of the system, and eloquently urging its adoption.

Lastly, I proposed the Township School Library, of which Mr. Robert Dale became so efficient an advocate, and which, as chairman of the School Committee in the Legislature, he introduced into the School System of the State.

These were the practical agencies—the working plan, if you please, which I ventured to propose to the people and the Legislature, upon the occasion referred to. I have not time to state the arguments by which I urged and defended them. I claim little merit in the matter—at any rate, I did but my duty. You know, quite as well as myself, how far these measures were adopted. I was soon called to another field of labor, and other better men carried forward the work.

Now let us see what was actually done in that decade (from '50 to '60). The State grew largely in population (some thirty-six per cent), while the amount of ignorance (taking reading and writing as the standard) was diminished nearly one-half in proportion to the whole population. And it is gratifying to know that the material outfit of school buildings, furniture and apparatus have more than kept pace with this general improvement. Your population is now over two millions, and I feel sure there has been in this decade no retrocession—there has been no going back. But, I pray you, fellow citizens, do not think I am of the opinion that nothing remains to be done in beating back the tide of popular ignorance and elevating your educational standard. My object is to show how much may be done, and in how short a time, by good and true men, when they set themselves to work in earnest.

But I must pass to other topics, for I desire to speak not merely of Common Schools, but of other institutions which pertain to you, as a civilized people aiming at the highest excellence in science, literature and the arts, both practical and æsthetic.

First of all, of the Normal School, as intimately connected with the whole system of Common School education. And here I have but to cheer you on. You have taken forward steps, and cannot go back. I will repeat here what, a few weeks since, I said to certain gentlemen at Terre Haute, after I had carefully examined that noble edifice designed for the State Normal School, so far as completed, and the plans wherein not completed. I said to these gentlemen what I know to be true: "You have here by far the best building for the object on the continent." This is not too strong language. The Normal building of Minnesota at Winona, costing \$120,000, that of Illinois at Normal, costing \$180,000, that of New Jersey at Trenton, a very costly building, will not compare in accommodation, or in the substantial excellence of the structure, with your Normal School building at Terre Haute. And in naming these, I have spoken of the best, not excepting the Canada Training School building at Toronto, which also ranks as one of the best in any country.

Your building, so complete as to arrangement, warming, ventilation and other appointments, so grand and imposing as to its style of architecture, so substantial as to its material and structure, is an indication of the intention of the State to have not only the best building, but the best and most completely organized school in the United States. I see no reason why it may not be made such; and how honorable to the State to have it such! This should be the high aim of Indiana—of gallant, noble Indiana. Thus far you have been singularly fortunate; not more so in the building than in the location. I know not where any one could go in the whole country to find a better site than Terre Haute for such an institution. The city is perfectly accessible; not too large, yet large enough to furnish the model school with the best class of pupils; the inhabitants are an industrious, well-to-do people, rapidly advancing in the industries and refinements of life. It is, in short, a place where all the surroundings will contribute to the best culture of the students. I say, thus far you have been peculiarly fortunate in your beginnings. I see no mistake or misstep. May the State be equally fortunate in what remains to be done.

At this day, fellow citizens, it is hardly necessary to argue the value of the Normal, or Training School (as called in Great Britain) in a scheme of public education. The only hope of improving our schools is by improving our teachers—of training them for their

peculiar vocation. Here is the very first step toward improvement; and this is the direction of effort now everywhere being made by the intelligent friends of educational progress. Good schools through the ministry of ignorant or unskilled teachers is a manifest impossibility. The Normal Training School is the admitted and recognized agency for the improvement of the methods of instruction.

Mr. Rice, the Superintendent of Instruction in New York, makes this most striking declaration: "That it would have been a saving in the expenditure of money, and far better for the schools of the State, had a hundred thousand dollars been annually, during the past twenty years, deducted from the sum apportioned to the school districts, and applied to the support of Normal Training Schools." If this is true of New York, where so many facilities exist for preparing teachers, how much more true is it of Indiana? Far better would it be for the interests of education in your State—I say this advisedly—to appropriate the income of one million of your School Fund to train professionally your teachers than to turn over the whole income directly to the schools. It will be, as Mr. Rice has said of New York, an absolute saving of money; it will be public economy. You cannot have good schools without good teachers. The Normal School is just as important in training the teacher as the Medical School in training the physician.

I am in favor of economy always in the administration of public funds, and especially in these times; but it is to be remembered that parsimony is the worst economy. Let the hand of retrenchment strike any where, rather than upon our institutions of education—those institutions which of all others, constitute the glory of a State, nay, its very salvation. Education is even better than retrenchment.

You are to remember, much yet remains to be done for your State Normal School, in order to carry out the design commensurate with the beginning. Not only is the building to be completed, but furniture, library, apparatus, maps, models, etc., are to be procured, and then you are to support an able and competent Faculty. It is an admirable arrangement which divides the expense with the city of Terre Haute—that is, if I understand the plan, throws the expense of supporting this *model* school upon the city.

I would go even further than providing the appointments which I have named. It is, as I think, greatly to the honor of Mr. Ryerson,

of the Canada Normal School at Toronto, that he procured for that School, and had them placed in a suitable gallery, copies of paintings of the great masters of the art, and also the noblest specimens, in plaster, of the statuary of all ages, as well as models of temples and other works of art. This was to aid in the æsthetic education of the pupil. Is this too high civilization for Indiana?

You are to remember that the benefit of the School will be, not merely in the direct training of the teachers. It will stand in your midst, an unconscious teacher—it will elevate the profession throughout the State—it will give it tone and dignity—it will cause every teacher of the State to feel prouder of his profession—it will be a perpetual monitor calling him to higher effort to qualify himself for his work. In this respect it was wise policy to build up one Normal Institution for the State, rather than half a dozen inferior schools which would have but a neighborhood influence, and would awaken no sentiment of professional pride.

I know very well such equipments as I propose will cost money. You cannot carry on the Institution without the nerves and sinews of all useful enterprise; and yet I say to you, it will prove to your State the very cheapest agency of education, and the higher the cost, if that cost be judicious, the cheaper it will be. In saying this, I use no paradox.

If I might venture to propose to that most distinguished and excellent citizen, Mr. Chauncey Rose, an object worthy his liberality—it would be to afford to the Normal School at Terre Haute the means of procuring the works of art such as Mr. Ryerson procured for the Canada school. Copies of the greatest paintings of the world—precisely as valuable as the originals for the purpose in view—were had at a comparatively insignificant price; I think Mr. Ryerson told me the paintings and models which he procured in Europe cost but about \$5,000. Such a gallery would prove a great attraction, would improve the taste, would impart just notions of art, and I can hardly conceive a nobler object for wealth and liberality.

But all these things, desirable, essential indeed, as they are, will not make your School a success, without a man at its head to organize and give it a right start. You must have a man of experience, a man of wisdom, of tact, of talent for his especial work, and of indomitable energy. He must have a rare combination of excellencies such as is difficult to find. You want one who can, and

will be, a leader of education in the State. Such a man will be to you above all price just at this juncture. I doubt not you have men who have grown up with this enterprise, who will be suitable to lead it.

The single thing to be considered is professional qualification. It is not sect, or party or clique. And here may I be allowed to say, when I was a citizen of Indiana, it seemed to me, that the question of sect had quite too much influence—a deteriorating and belittling influence. I am as much as any man in favor of maintaining education upon a christian basis, for the reason that christianity and civilization are identical. But when sect puts forward its claims, it has very little of modesty; and we have seen it place stolid ignorance and questionable morality in the highest places in our highest seats of learning.

It is to be remembered that our great American seats of learning—even those which had an ecclesiastical origin, have in the progress of enlightened sentiment, ceased to be ecclesiastical. Who now at Cambridge would inquire into the sect of Agasiz or of Lieber at Columbia, or of the most eminent Professors at Yale?

In England, the clamps of ecclesiasticism have kept the Universities from the growth, expansion and adaptedness of those of the Continent, until such men as Professor Tyndall and Dr. Lyon Playfair have expressed the opinion, that unless there shall be a change in their system of education, England will soon find herself outstripped in all the arts of peace and war.

In alluding to the industrial education of the Continent, I cannot forbear stepping aside to make mention of the progress in this direction which has ever extended itself over the vast empire of Russia. It was my lot the last winter, to meet with our Secretary of Legation to that country. In a most interesting conversation, he told me much of the University at St. Petersburg; and among other things, that the latest improvements in agricultural implements for the Illinois prairies, were exhibited in the Polytechnic department of the University, as model instruments for the plains and steppes of Russia; and that in traveling the whole distance from the Russian Capital to the countries of the Danube and the Black Sea, he everywhere witnessed evidence of rapid progress and improvement, as much as in the Western States of America. He told me the great industrial schools were working a most valuable result by sending out scientific men to be managers and agents in farming and manufacturing industries.

But I pass to another topic of great moment to the honor and interest of the State of Indiana—and that is, the institution to be built up as a College of Agriculture and the Mechanic Arts. On this subject you have acted slowly, and are among the last of the States to provide for the establishment of the required Institution.

In your laws of March 6th, 1865, you accept the grant in the following strong terms: “That the State of Indiana accepts and claims the benefit of the provisions of said act of Congress, and as a party to all the conditions and provisions in said act contained.”

The interest of this subject, my fellow citizens of Indiana, is not bounded by State lines—it pertains to the whole nation—the citizen of Ohio—the citizen of Illinois—the citizen of Massachusetts. You are indeed the immediate trustees and guardians of this beneficent grant; but every American citizen will partake of the honor and benefits of the institution to be built up and maintained by it. Every American citizen is interested that you should dispose of this grant in the best and wisest manner.

I claim my share in the glory and renown of the Institutions of Indiana, though not a citizen of the State. They are part and parcel of the institutions of my country, and elevate American civilization.

In assenting, as you do, to all the conditions and provisions in said act contained, in order fully to comprehend the duties and obligations which the State thereby assumes, it will be well for a moment to glance at the history of the grant itself, and also its specific provisions and requirements, as well as its objects.

First, its history in the briefest words possible.

Prior to the introduction of the bill into Congress, much agitation and consultation were necessarily required. If Prof. Turner, then of the Jacksonville College, Illinois, was not the author of the measure, he was, at least, one of its earliest and most enthusiastic advocates. I confess I had myself little faith that the proposed measure could succeed in Congress, as then organized; but at the earnest and repeated solicitations of Prof. Turner, I wrote Mr. Douglass more than once on the subject.

Near the commencement of Mr. Buchanan's administration, viz: December, 1857, the measure was so matured that it was brought forward in the form of a bill—a particularly well considered bill—the bill, indeed, which finally passed. This bill was referred to the Committee on Public Lands, was reported against by a majority—

a minority of the committee, however, making a favorable report—and was passed, under the operation of the previous question, by a vote of 105 to 102. The opposition came largely from those States where intelligent and educated labor was least valued.

In the Senate it met the opposition of Jeff. Davis, I. M. Mason and Pugh of Ohio. The bill, however, passed that body by a vote of 25 to 22, and went to President Buchanan, who vetoed it.

In the 36th Congress—the first Congress under President Lincoln's administration—the same bill was introduced into the Senate, and passed that body by a vote of 32 to 7. It then went to the House and passed that body without any other debate than the able speech of Mr. Morrill, by a vote of 90 to 25, and was approved by the President July 2, 1862.

Thus, after five years of delay and opposition, the measure became a part of the established policy of the country. Provision was thus made for the establishment and endowment of an American practical scientific school. It was a great step forward. It will result, when all the States and Territories are represented in the grant, in the establishment of over forty such institutions. No man can calculate the results of this grand national movement now and for generations of men to come, if the States, as the Trustees, shall perform their duty wisely and well.

The measure was the outgrowth of a strong and growing sentiment, existing nowhere more strongly than in the Colleges. Indeed, Harvard, and Yale, and Union, and Columbia, had, through the munificence of Individuals, already provided for schools of agricultural chemistry, engineering, mining, and other practical arts. All the colleges were, in fact, struggling on in the same direction, but were hampered by the want of means. The projectors and advocates of the bill were, almost without exception, College men who saw the necessity of extending and modifying our system of education—of making it more practical—or, indeed, rather of uniting science with application.

Harvard had gone so far in this practical direction that a writer in the *North American Review* said if any body would give the University a cotton mill, she would doubtless run it in the interests of science. This much I feel bound to say in behalf of myself and professional brethren, because some have represented that the colleges were opposed to practical education, and in fact, the enemies of this particular bill. The very reverse is the truth.

Let us now for a moment look at the act itself making the grant. What does the law provide? What does it require? What are the conditions which you on your part solemnly engage to fulfill and carry out?

First. Every State, except those in rebellion, may, under the act, receive a quantity of land equal to thirty thousand acres for each of its Senators and Representatives, according to the census of 1860, or in the States where there is not the land, scrip in lieu thereof, at *one dollar and twenty-five cents* an acre. The least populous State receives ninety thousand acres, the most populous nine hundred and ninety thousand acres. The whole grant amounts to fourteen thousand eight hundred and fifty-nine square miles, or a territory, if the land were in a body, equal to the States of Massachusetts, Rhode Island and Connecticut, or about equal to Belgium or Holland. You of Indiana receive of the great national bounty, three hundred and ninety thousand acres, or equivalent scrip therefor, and Indiana is the fourth State in the amount received. Now what will you do with this great gift? That is the important question.

Second. Provisions and restrictions are made in regard to the selection of the land; one of these being that no State shall locate its scrip within the territory of another, though, of course, its assignees may do so. Mr. Cornell has made a large location of land with the New York scrip—pine land in Wisconsin and Michigan, which to-day would sell for ten dollars per acre, for the benefit of the Cornell University—thus swelling to immense proportions the magnificent endowment of that institution.

Third. The whole expense of locating the land and managing the funds arising from the sale of the land, or of the scrip arising therefrom, must be paid by the State. Not a dollar can be paid out of the fund itself. This is an important improvement upon the Seminary, or State University grant.

Fourth. The proceeds must be invested in safe stocks, yielding not less than five per cent. per annum.

Fifth. What for? That question is answered in these words of the act itself: "For the endowment, support and maintenance of at least one College, where the leading object shall be, without excluding other scientific and classical studies, and including military tactics; to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the Legisla-

tures of the States may prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.”

What grand and expansive views of Education! How the whole wide field of human learning is here embraced. No slur upon Classical studies—no spite against Latin and Greek even! The term “liberal,” as well as “practical,” are expressly used, as comprehending the objects aimed at in the education of the industrial classes in the pursuits and professions of life. No learning too high or too good for the industrial classes! What right has any man to step forward and propose to limit or annul these grand provisions?

There are still other provisions—wise, judicious—designed to preserve the fund forever intact. One-tenth of the capital may be used for the purchase of a site or a farm. No part of the fund can ever be applied to building or repairs. Not a dollar for brick or mortar. These must in some way be provided for by the State. No such condition of things can exist as in Minnesota, where the whole University fund was expended upon a building, leaving nothing to support the institution. An annual report is also required, to be sent out to the country, and to all kindred institutions.

Having accepted the grant, with its various conditions and obligations, it devolves upon the Legislature to prescribe the manner according to which the object of the grant shall be secured.

Congress, in creating the endowment and prescribing its objects, and securing the fund by wise provisions, leaves the rest to the States.

The questions which the States had to determine are such as the following:

Shall there be one College, or more than one?

Shall the College to be established, be united with a State University already existing, or with any other existing institution, or shall a new institution, separate and apart from all others, be established and maintained?

What shall be the particular organization of the institution—shall the tuition be free—shall the student be required to perform a particular amount of manual labor?

Such questions are for the Legislature—only the Legislature must establish at least one College, where the leading object shall be to teach such branches as are related to agriculture and the mechanic arts, including military tactics, without excluding scientific

and classical studies, IN ORDER, says the Bill, to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.

Here is the true order: *first*, the LIBERAL, the SCIENTIFIC; then follow the practical—first, *to know*, then *to do*. Here has been the popular objection to our Colleges—too much theory—too little practice. This the Colleges have been trying to correct, but had not the means; for, you must bear in mind, that apparatus for practice is exceedingly costly.

When we think of the comprehensiveness of the education as required in this act of Congress, we cannot be surprised that the grant has nowhere been divided. That question was early settled by the action of the States accepting the grant. It was indeed settled beyond this, that the entire grant, even where it was largest, was insufficient to endow a single institution commensurate with the extent of the objects to be provided for.

New York, with her nine hundred and ninety thousand acres falling to her share, not only did not divide or disperse the fund arising therefrom, but united it with the magnificent gift of Ezra Cornell of a half million in cash, together with lands and buildings worth half as much more. The same with Pennsylvania, though her share was seven hundred and eighty thousand acres, and Ohio, also, with her six hundred and thirty thousand acres. In the grandeur and comprehensiveness of the scheme laid down in the act, we see why these great States, as in fact all the other States, perhaps without an exception, have united their land grants either with existing institutions already well endowed, or with new endowments created expressly to be united with the grant, and thus to build up institutions worthy the American name.

The curse and bane of our highest literary and scientific education has been the undue multiplication of institutions for its support. This is true of every part of our country, and more particularly of the Western States, until the name *College*, or the more high sounding one, *University*, is almost a subject of derision.

On this subject I would be glad to repeat to you the opinions of the first educators of the country. But my time is too limited. I will, however, venture to give that of Henry Barnard, now the Commissioner of Education of the National Bureau, and also those of some other eminent men in the field of education. "The needs of society," says Mr. Barnard, "have called these institutions into

existence in every civilized country, and in every age; but with us their real or supposed connection with religious or local interests have multiplied them beyond any demand for higher scholarship, and it is to be feared, not only to the injury of each other, but to the great detriment of the highest culture, which is only possible under the concentration, in a few centers of a large extent of country, of a numerous body of learned and eloquent men, representing all the departments of literature, science and art, aided by cabinets, libraries, laboratories and other means of exhaustive investigation and demonstration." This is the opinion of a man who has explored every European country, from the Mediterranean to the Baltic, in pursuit of knowledge as to all classes of institutions of education—a man who knows more on this subject than any other man living.

Mr. White, now the Chancellor of the Cornell University, when, as a member of the New York Senate, advocating not only the unity of the Land Grant Fund in that State, but its union with Mr. Cornell's magnificent offer, utters this language: "We have thrown away the benefits arising from the concentration of higher educational effort, and have accepted all the evils arising from scattering and division until, instead of one or two strong institutions, we have a score of small ones—each feeble, each poor, each incompletely equipped, each obliged to resort to continual beggary, each forced to abate from thorough discipline." What a picture, but how true—drawn to the very life!

The language of Dr. Bowman, who is the founder of the Kentucky University, is even more forcible and striking. By the unparalleled zeal and efforts of this noble man in uniting several endowments; and through the wisdom of the Legislature concentrating them with the land grant, he has laid the foundation of a great University which will forever confer renown upon his native State. The large endowment, the number of professors, the various and complete appointments, in all the departments, the site of the University, on the hallowed ground of Ashland, where the very air is redolent with patriotism, have already commanded success, and the Kentucky University, though but just starting, has, in its various departments, some six hundred students.

Allow me now to say to you, my fellow citizens of Indiana, that in order to complete your educational system, you need, not only your noble Normal Institution—you need also a State University,

a University in the true sense of the word. You need a University which will be an honor and an ornament to the State; one which shall everywhere be pointed to as among the great institutions of the nation; one which, as a Michigan farmer said to me the University of that State did, will add value to every acre of land in the State. As a State, you are bound to contribute such an institution to our national civilization. Your last Legislature made an annual appropriation of \$8,000 to the University, but this is not enough. The University of Michigan has to-day over one thousand students, and this is not a count of boys and girls—a drag-net to make a show of numbers, but of professional and college students. But Michigan expends from \$60,000 to \$80,000 a year. It is judiciously done, and hence the secret of her success. Do you expect to do the same with one-fourth the amount? Do you know how many of your young men go out of the State for their education, because you have no institution of that high order which meets their wishes? At least one hundred and fifty students from Indiana seek their education in other States.

You have now a great opportunity. I must be permitted to say to you what I have said to other State Legislatures: unite the land grant with the University Fund, or, if any would choose a different form of wording, turn over all the University endowments, buildings and appointments to the College of Agriculture and Mechanic Arts, in as full and ample a manner as though created for it alone. I cannot anywhere express different views. In order to carry out the programme of subjects required to be taught in the College of Agriculture and Mechanic Arts, you need all the elementary instruction now given in the University. Why duplicate the very means you have? Why reject what you have, in order to create, at a large cost, the same thing?

I have just visited three Agricultural schools, and very carefully examined their plan and workings. A large portion of the course is identical with that in your University. Even military instruction is, I understand, now provided in the University; that also is required in the proposed college.

Reorganize, enlarge, modify your State University as you think best—that is wholly in your power as a Legislature—but there is every reason for the union of these funds, and thus doubling their capacity.

What is the idea of the American University as in the process of

time it has developed itself? It is the college of literature and science with its associated schools of application, its practical and professional schools. In this sense, Harvard, which was originally but the college, has, with its super-added schools of law, medicine, engineering, mining, and other practical schools, become the University. So Yale, which is still called *college*, is, with its associated school, the proper University. The same is true of Michigan, and I am laboring to bring the Missouri State University to this ideal. This is the University which your present educational advancement requires. You want the practical school to round out and complete the University. The united funds so far from being too much, are absolutely not sufficient for an institution such as you need and ought to have. The University Fund is insufficient for the University. Still less will the land grant support the College of Agriculture and Mechanic Arts in all the amplitude required by the conditions of the grant.

If you unite the two funds by making the proposed College a department of the University, you can at once expend every dollar coming from the grant, upon the strictly agricultural and mechanical arts; if you attempt to make it a separate institution, you must expend most of the fund to provide elementary instruction—the very instruction which you now have in the University. Hence those States which adopt the wisest educational policy, have turned over this fund to create or support a department in an existing institution which already affords much of the instruction required. Thus Connecticut has given her share of this bounty to the Sheffield Scientific School, which is a Department of Yale. Rhode Island has given hers to support a Scientific School in Brown University. Vermont unites hers with the endowment and scientific collections of Vermont University. New Hampshire forms such a connection with Dartmouth as to make the new institution essentially a department of that institution. Massachusetts alone of all the States, divides the fund, giving one-third to the school of Technology at Boston, already having a large endowment, and the remainder to the Agricultural School at Amherst, which enjoys all the advantages of Amherst College. New Jersey gives her portion to establish a Scientific School in connection with the New Brunswick College. New York unites her whole share arising from 990,000 acres with the immense Cornell endowment. Kentucky and Wisconsin give their proportion of the grant to their State

Universities. While Pennsylvania, Maryland, Michigan and Iowa, give theirs to Agricultural Colleges which had been established before the grant was made. I cannot doubt but Missouri, which is one of the States which has not yet acted, will follow in the line of safe precedent, and give this fund for the required College to be a part of the State University. I ought to add that the county of Boone and town of Columbia, where the Missouri University is situated, offer a bonus of not less than \$75,000 for the location. In Wisconsin, the bonus for the location was a cash subscription of \$40,000 from the county. In Massachusetts, the town of Amherst gave \$50,000 as a condition. These local aids were required in addition to the advantages and inducements offered by the University.

States may often learn wisdom from the example of successful business men. Fortunately we have such examples, on this very subject, of some of the most sagacious business men of this or any other country. Mr. Abbott Lawrence, after he had attained great wealth, resolved to establish a practical scientific school. Where did he place it? Why, as a department in connection with Harvard University.

Joseph E. Sheffield established a similar department in connection with Yale. He did not think of making a separate and independent school.

George Peabody, in establishing scientific museums, costing \$150,000 each, placed one in connection with Harvard University, the other in connection with Yale College.

In the union and concentration of your educational forces there is strength and power. To divide is to weaken, to waste, to destroy. It is to have two feeble and contemptible, starving, begging institutions instead of one strong institution.

Do you know the annual cost of our highest institutions? Harvard expends nearly \$200,000 a year, and her President, in his dinner speech at the last commencement, declared that, in order to keep up with the progress of the times, she must have \$100,000 a year more. Yale expends \$130,000, and has within four years received benefactions to the amount of \$728,000; this besides Mr. Peabody's gift of \$150,000 for a museum. Columbia, New York, expends \$150,000. Michigan, as I have said, from \$60,000 to \$80,000 a year.

Concentrate the two funds, and you will have the means of

making a noble beginning. You will thus best carry out the design of both endowments. They will mutually aid each other. You will elevate the practical arts; you will make the trades professions; you will place the educated farmer and mechanic on the same plane with the lawyer, the physician, and the clergyman, and make them the peers of each other.

I shall never forget, members of the Legislature, the language of a Senator of the Wisconsin Legislature, after the University Bill had passed that body. It was the Hon. Jackson Hadley of Milwaukee, a man who had been for years a leader of all the great measures of the State,—an active leader of his party,—a man who remained at his post while he was literally dying piecemeal. He had introduced the bill, and when it became a law, making it an assured fact that Wisconsin was to have a University worthy the State, he said to me: “I now at last feel that I have done something. All the rest of my legislative life may go; for, what is a State, in the scale of civilization, without its great institutions?”

May you, members of the Legislature, at the close of this session have the same satisfaction. May you have the satisfaction—nay more—the pride which I felt when your worthy Superintendent said the other evening, “The State of Indiana has eight millions as her School Fund.” I said to myself, I too had a share in creating this fund. As a member of the constitutional convention I voted for every measure to increase the School Fund. Had I not done so, I should feel ashamed to stand here to-night.

But, fellow citizens, I have too long detained you. I have spoken upon topics in regard to which, possibly, you may feel that I have transcended the limits of propriety. But if a lifetime of service in the cause of education here in the West—if long years of experience, and as careful an examination of our American institutions of learning as it is possible to make—if these will entitle me to speak freely on subjects of education here in the West, then surely I may claim that privilege; I am at least bound by no special, local or personal interest or ties.

I speak for the State, and for the interests of the country, so far as bound up in Indiana. I confess to this much of Western pride, I would have in all our Western States, institutions at least equal to those of any other portion of our common country, and I propose and advocate in regard to these institutions, the course by which alone, in my judgment, this end may be attained.

But, upon still another ground, I claim the right to plead before the altar of our common country for all those institutions which tend to unite and exalt the American people.

Upon that altar, my family has devoted sacrifices, compared with which my life is the merest nothing. That altar is even yet all wet and dripping with the blood of one, and another, and still another more precious than that of my own heart.

The last victim (two brothers had already fallen) was that daring young officer, (he was a graduate of your own University, and a law student of Judge Hughes,) the Adjutant General of the Army of the James, who planted himself before the High Bridge of the Appomattox, and there with his three regiments held in check Lee's whole retreating army.

The heroic stand which he with his gallant few made at that pass, the very Thermopolæ of the war, where nearly every man of that Spartan band sacrificed his life in desperate hand-to-hand resistance, brought about the grand event which at once followed. The tournament of death in which he, the commander, and his foe-man the leader of Lee's cavalry, fell by each others hand in deadly encounter, was almost the last scene of blood in the nation's great tragedy. In that young hero, my only representative, perished my pride and my brightest earthly hopes, and I stand before you now but a barren trunk, stripped by the ruthless hurricane of war which has swept over the land, of every branch and green leaf.

One object, fellow citizens, alone remains to me—to live my life over in the lives of pupils as good, as true, as patriotic, as accomplished in person and mind, as well as fitted to perform all the offices of peace and war, as was he whom I had looked to represent my name and family when I should be gone. And now I renew the vow which I have recorded before God, to spend whatever of life remains to me in ennobling and making glorious, so far as in me lies, that country regenerated and saved by blood poured from my own veins and mingled with that of the vast army of patriot martyrs.

This is my apology, if any were necessary before such an audience as this, or, when I stand here in Indiana, where I spent some of my best years, this my apology for freely uttering my sentiments for the upbuilding of grand and noble institutions which will dignify, adorn and illustrate not only Indiana, but through her the nation itself, our common country, our glorious Republic, its only stain now washed out by patriot blood.

